

Ben Hazel Primary
628 Railroad Avenue West
Hampton, South Carolina 29924

Grades	PK-3 Elementary School	
Enrollment	266 Students	
Principal	Bonnie J. Wilson	803-943-3659
Superintendent	Dr. Terry O. Pruitt	803-943-4576
Board Chair	Mr. Eugene Jenkins, Jr.	803-943-0547

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	25	65	17	1

IMPROVEMENT RATING

N/A

ADEQUATE YEARLY PROGRESS

YES

This school met 7 out of 7 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	Average	N/A	Yes

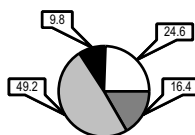
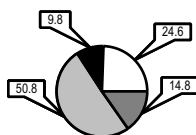
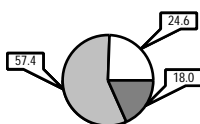
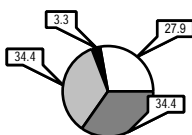
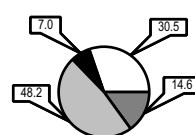
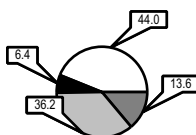
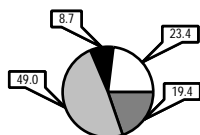
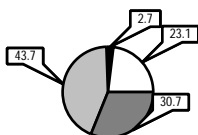
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	67	100.0	27.4	33.9	35.5	3.2	45.2	Yes	Yes
Gender									
Male	47	100.0	33.3	37.8	26.7	2.2	35.6		
Female	20	100.0	11.8	23.5	58.8	5.9	70.6		
Racial/Ethnic Group									
White	38	100.0	25.0	36.1	36.1	2.8	41.7	I/S	I/S
African American	25	100.0	26.1	34.8	34.8	4.3	52.2	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	53	100.0	22.0	32.0	42.0	4.0	52.0		
Disabled	14	100.0	50.0	41.7	8.3	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	67	100.0	27.4	33.9	35.5	3.2	45.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	67	100.0	27.4	33.9	35.5	3.2	45.2		
Socio-Economic Status									
Subsidized meals	44	100.0	28.2	38.5	30.8	2.6	43.6	I/S	Yes
Full-pay meals	23	100.0	26.1	26.1	43.5	4.3	47.8		

Mathematics – State Performance Objective = 36.7%									
All Students	67	100.0	25.8	56.5	17.7	0.0	32.3	Yes	Yes
Gender									
Male	47	100.0	31.1	55.6	13.3	0.0	24.4		
Female	20	100.0	11.8	58.8	29.4	0.0	52.9		
Racial/Ethnic Group									
White	38	100.0	16.7	61.1	22.2	0.0	33.3	I/S	I/S
African American	25	100.0	43.5	43.5	13.0	0.0	30.4	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	53	100.0	16.0	62.0	22.0	0.0	40.0		
Disabled	14	100.0	66.7	33.3	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	67	100.0	25.8	56.5	17.7	0.0	32.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	67	100.0	25.8	56.5	17.7	0.0	32.3		
Socio-Economic Status									
Subsidized meals	44	100.0	25.6	56.4	17.9	0.0	30.8	I/S	Yes
Full-pay meals	23	100.0	26.1	56.5	17.4	0.0	34.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	67	100.0	25.8	50.0	14.5	9.7	24.2
Gender							
Male	47	100.0	33.3	44.4	15.6	6.7	22.2
Female	20	100.0	5.9	64.7	11.8	17.6	29.4
Racial/Ethnic Group							
White	38	100.0	16.7	58.3	13.9	11.1	25.0
African American	25	100.0	39.1	39.1	13.0	8.7	21.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	53	100.0	22.0	50.0	16.0	12.0	28.0
Disabled	14	100.0	41.7	50.0	8.3	0.0	8.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	67	100.0	25.8	50.0	14.5	9.7	24.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	67	100.0	25.8	50.0	14.5	9.7	24.2
Socio-Economic Status							
Subsidized meals	44	100.0	30.8	43.6	15.4	10.3	25.6
Full-pay meals	23	100.0	17.4	60.9	13.0	8.7	21.7

Social Studies							
All Students	67	100.0	25.8	48.4	16.1	9.7	25.8
Gender							
Male	47	100.0	26.7	46.7	17.8	8.9	26.7
Female	20	100.0	23.5	52.9	11.8	11.8	23.5
Racial/Ethnic Group							
White	38	100.0	13.9	58.3	19.4	8.3	27.8
African American	25	100.0	43.5	34.8	13.0	8.7	21.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	53	100.0	22.0	48.0	18.0	12.0	30.0
Disabled	14	100.0	41.7	50.0	8.3	0.0	8.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	67	100.0	25.8	48.4	16.1	9.7	25.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	67	100.0	25.8	48.4	16.1	9.7	25.8
Socio-Economic Status							
Subsidized meals	44	100.0	28.2	53.8	10.3	7.7	17.9
Full-pay meals	23	100.0	21.7	39.1	26.1	13.0	39.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	67	100.0	27.9	34.4	34.4	3.3	37.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	67	100.0	24.6	57.4	18.0	0.0	18.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	67	100.0	24.6	50.8	14.8	9.8	24.6
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	67	100.0	24.6	49.2	16.4	9.8	26.2
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 266)				
First graders who attended full-day kindergarten	100.0%	N/A	100.0%	100.0%
Retention rate	7.4%	N/A	3.6%	3.0%
Attendance rate	95.4%	N/A	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	N/A	3.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	N/A	3.3%	3.2%
Eligible for gifted and talented	0.0%	N/A	9.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.5%	N/A	8.9%	8.2%
Older than usual for grade	3.8%	N/A	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n= 18)				
Teachers with advanced degrees	66.7%	N/A	50.0%	52.6%
Continuing contract teachers	88.9%	N/A	84.0%	83.3%
Highly qualified teachers	100.0%	N/A	94.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	87.9%	N/A	87.0%	87.0%
Teacher attendance rate	94.6%	N/R	94.8%	95.0%
Average teacher salary	\$42,652	I/S	\$41,112	\$41,703
Prof. development days/teacher	14.5 days	N/R	13.2 days	12.8 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	N/R	18.4 to 1	18.8 to 1
Prime instructional time	88.8%	N/R	89.1%	89.8%
Dollars spent per pupil*	\$6,451	N/A	\$6,126	\$6,242
Percent of expenditures for teacher salaries*	65.7%	N/A	64.8%	65.8%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.6%	N/R	99.0%	99.0%
SACS accreditation	No	N/R	Yes	Yes
Character development program	Average	N/R	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	89.4%
Highly qualified teachers in high poverty schools	95.5%	90.1%
	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance in this school	95.3%	Yes

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ben Hazel Primary has embarked on a new era. Third grade students were a positive addition to our school for the 2004-05 school year. Faculty, students, parents, and community members welcomed a new principal. Students and faculty enjoyed the grand opening of the kindergarten wing as well as a state of the art computer lab.

The bees are proud of their accomplishments. We were recognized in our local newspaper as having the best school, best teacher, and best principal in the county. Four of our teachers earned a Master's degree. Four of our teachers are National Board Certified. One faculty member was recognized as a STAR teacher. Four teachers received a Palmetto Bright Ideas Grant and one teacher received a Toshiba Grant. With the assistance of our business partnerships and fundraisers, the bees were able to develop a brand new K4 and K5 playground.

At Ben Hazel we try to develop a love of learning in all our bees. Our reading program "Hooked on Books" was a great way to promote pleasure reading. In partnership with a local business we also offered Book It. Many of our students met the Governor's Reading Honor Roll. We also offered Family Math and Science Night, PACT Night and our third grade students made their own simple machines and displayed them for the public to view.

We are proud of our students' achievements in academics and recognized them at our Awards Day. We are also proud of our students who behaved well and offered them incentives and recognition throughout the year.

Faculty members of Ben Hazel embrace the idea of continuous school improvement. We completed our five year strategic plan, attended training and implemented a balanced literacy approach, as well as attended training and implemented Explicit Direct Instruction. We made necessary adjustments to our facilities and schedules to meet the rigorous criteria of ECERS. Through our sustained efforts we achieved a score of 6.68, which is well above the national average of 4.15. Though these initiatives required much time and effort, the faculty was willing because they know our students are the beneficiaries.

With the help of an extremely supportive Parent Teacher Organization and School Improvement Council, we will be able to purchase software that will improve students' skills.

Ben Hazel Primary is a great place to "bee". We strive each day to help all be the best they can be. Please visit our hive and see us at work.

Angela Hutto - SIC Chairperson
Bonnie J. Wilson - Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	15	58	40
Percent satisfied with learning environment	100.0%	86.8%	95.0%
Percent satisfied with social and physical environment	100.0%	85.7%	92.5%
Percent satisfied with school-home relations	92.9%	78.9%	69.2%

*Only students at the highest elementary school grade level at this school and their parents were included.